

A close-up photograph of a brick wall. The bricks are reddish-brown with some variations in color and texture. In the center of the wall, there is a small, dark, rectangular hole. The text is overlaid on the lower half of the image.

**What do students need
to get a job on today's
labour market and
what can we do?**

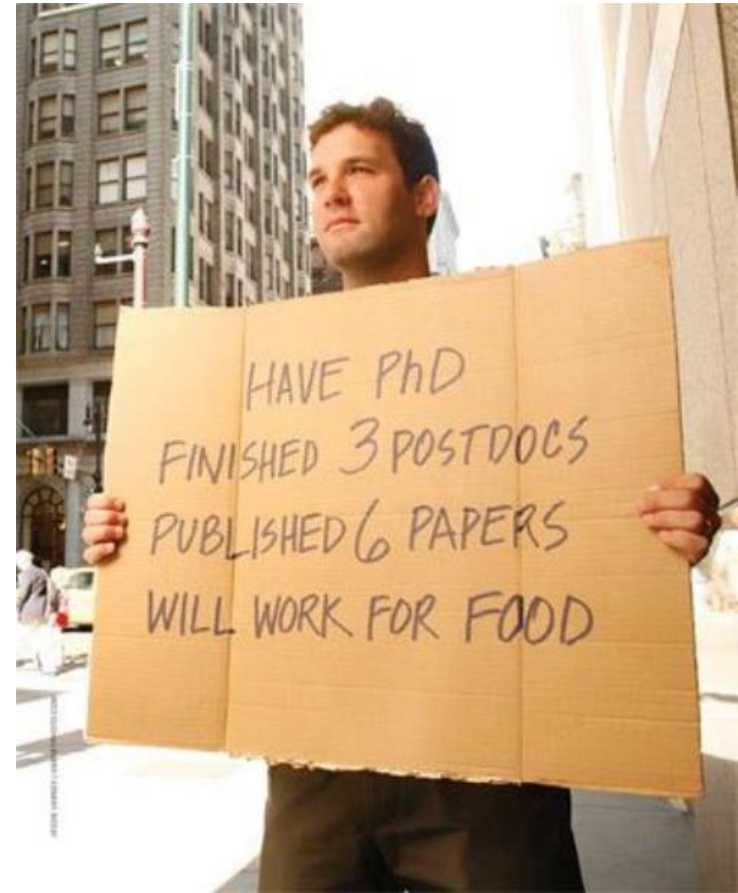
The European Students' Union

- Umbrella organization of 47 national unions of students from 39 countries, represents more than 13,5 million students
- Formed in 1982, previously named WESIB and later ESIB
- Promote the educational, social, economic and cultural interests of students at a European level
- Work towards relevant organizations and processes, for example the European Union, the Bologna-Process, Council of Europe, UNESCO and OECD.



Youth unemployment

- Youth unemployment has remained steady since March, although it has increased dramatically (by over 196,000) since February last year.
- There are currently 5.964 million young people under the age of 25 registered as unemployed in the EU. The overall youth unemployment rate in the EU is 23.5%.



So, what do we need?



WE DON'T NEED NO EDUCATION

Yes you do. You've just used a double negative.

There were some changes in the past years

- Internet revolution - endless information sources, available in an instant of a second



coursera

TEDx
x = independently organized TED event

- Massification of Higher Education – increased accessibility to education?



- New communication tools



The predictable labour market?

- The top 10 in-demand jobs in 2010 did not exist in 2004.
- We are currently preparing students for jobs that don't yet exist, using technologies that haven't been invented in order to solve problems we don't even know are problems yet

For students starting a 4 year technical degree this means that...

half of what they learn in their first year of study **will be outdated by their third year of study.**



▶ 🔊 3:34 / 4:59



Did You Know 3.0 (Officially updated for 2012) HD



VideoShredHead · 27 videos



Subscribe

1,467

1,095,093

👍 5,191

👎 192

👍 Like



About

Share

Add to



The U.S. Department of Labor estimates that
today's learner will have 10-14 jobs...

by the age of

38

1:02 / 4:59



Did You Know 3.0 (Officially updated for 2012) HD



VideoShredHead · 27 videos



Subscribe

1,467

1,095,093

5,191

192



Like



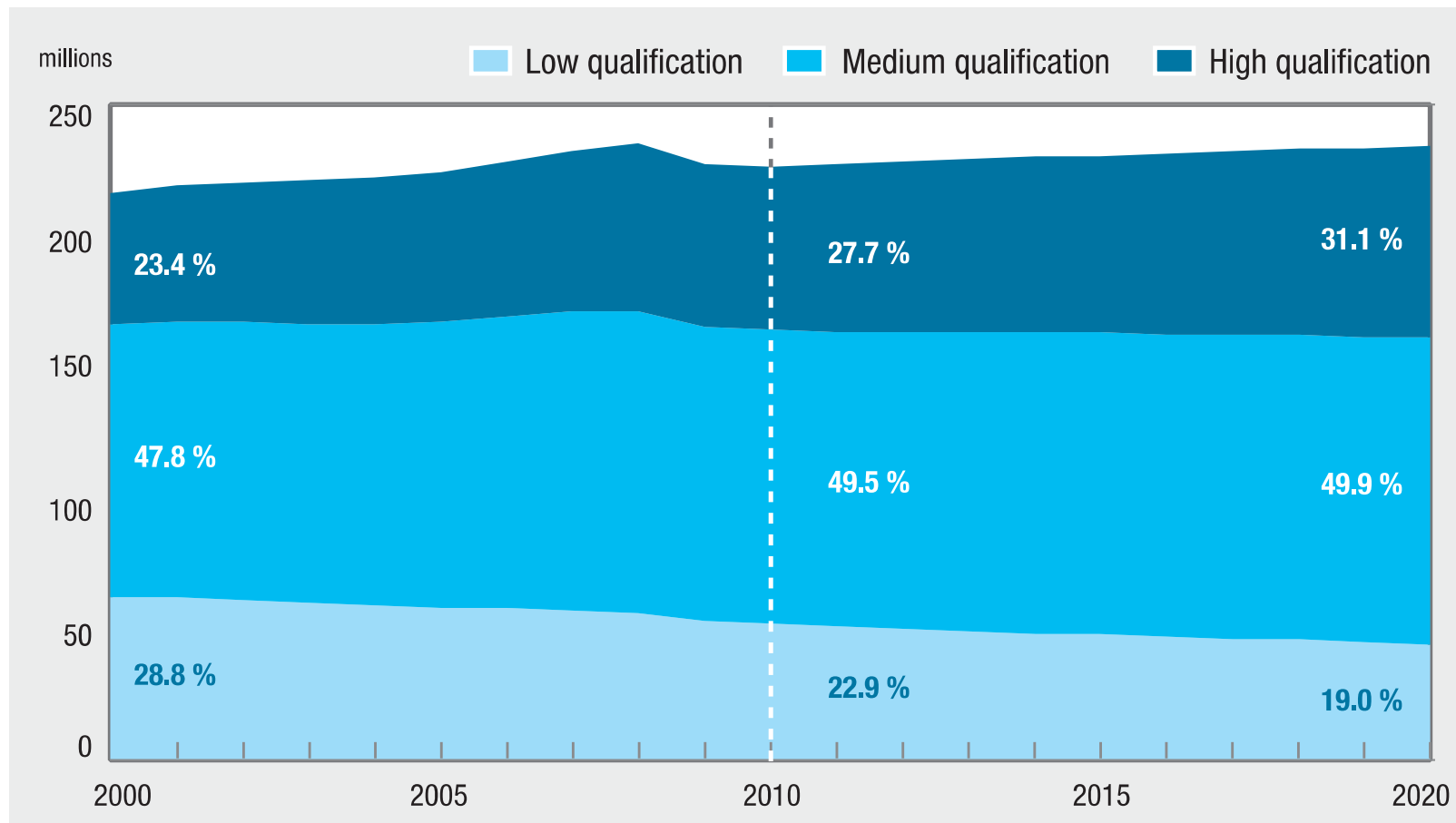
About

Share

Add to



Figure 24. **Past and likely future qualification change for those in employment, EU-27+**



NB: Constrained estimates, numbers in employment (LFS supply-based estimates).

Source: Cedefop (IER estimates based on E3ME, EDMOD and BALMOD).

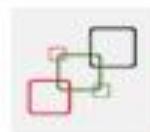
SO WHAT DOES IT ALL MEAN



▶ 🔊 3:08 / 3:26



Did You Know 2013 (Officially Updated for 2013) HD



TheCworld01 · 38 videos



Subscribe

209

39,963

👍 146 👎 57

👍 Like

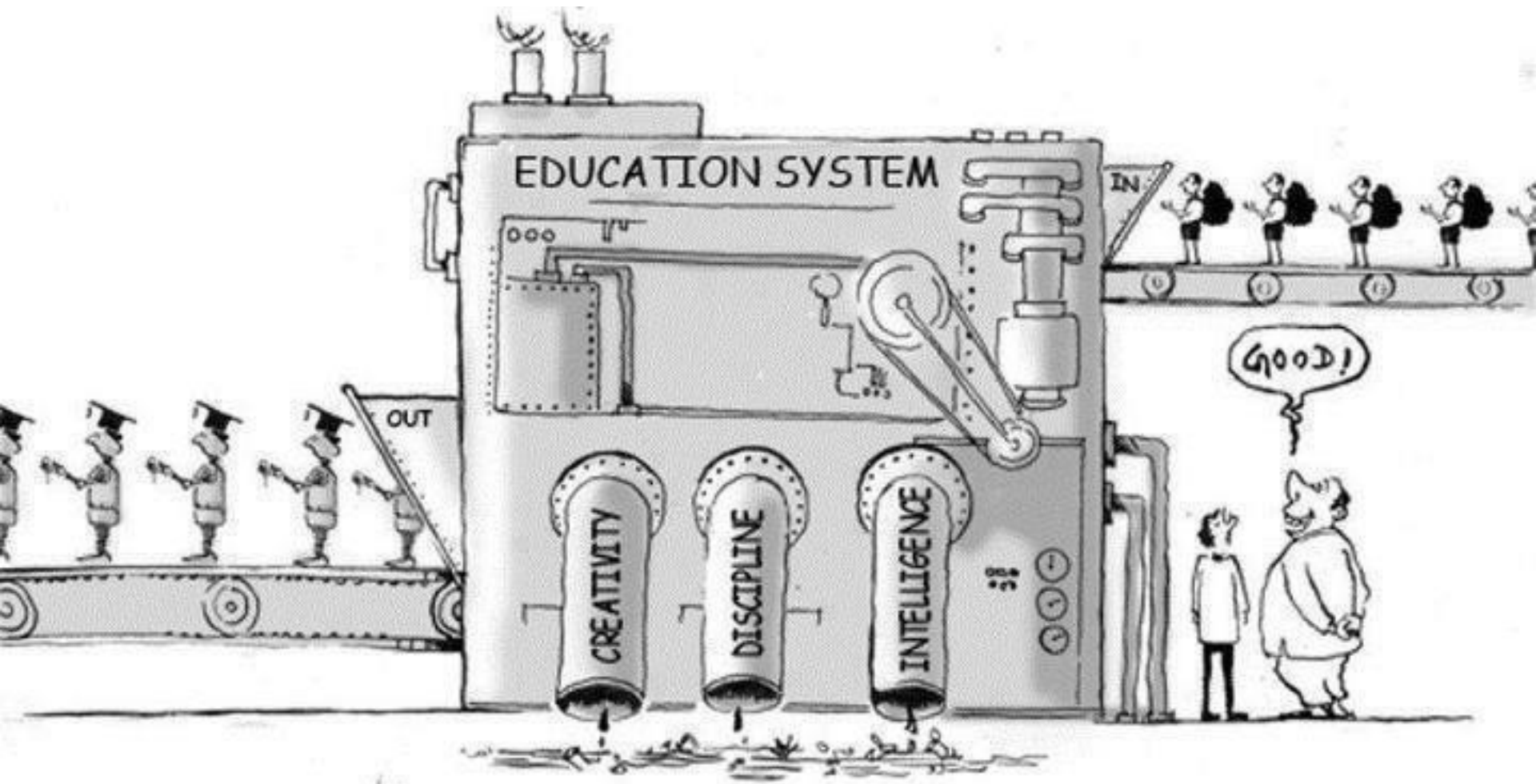


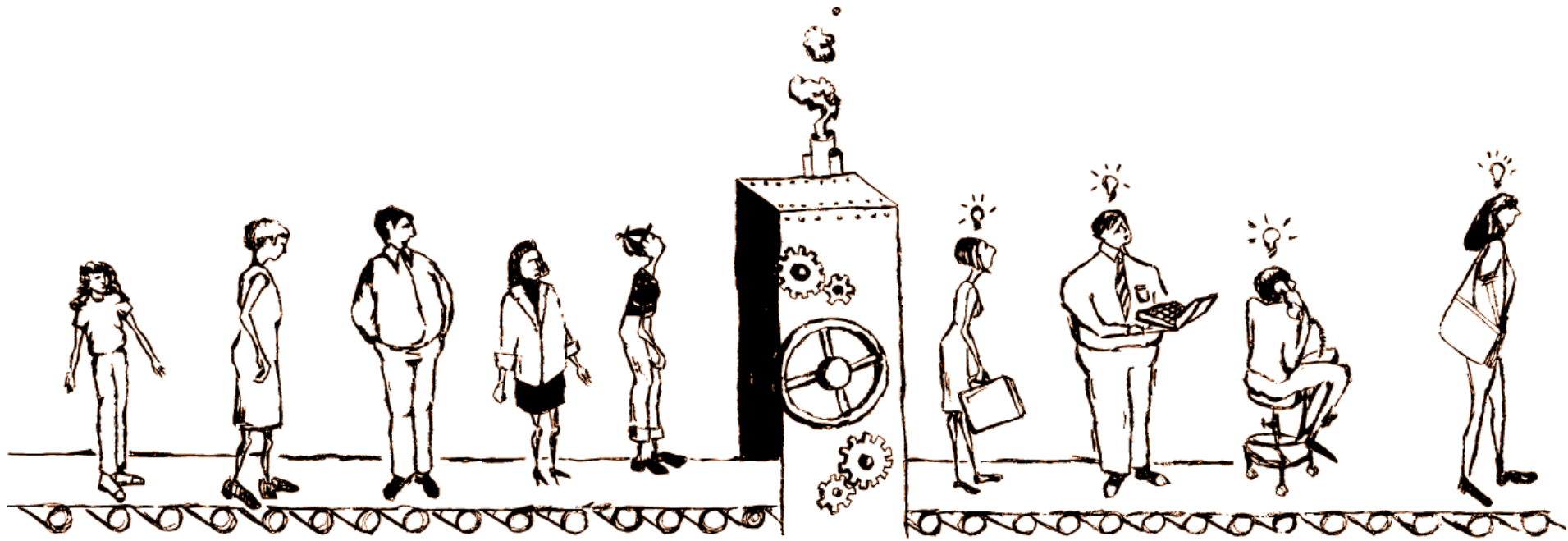
About

Share

Add to







From too many information ...



... to finding a needle in a haystack



- **Employers put great emphasis on transversal and soft skills.** A 2010 survey of EU employers pointed out **team working skills as the most important** ones a graduate needs to have, **followed by sector-specific skills and by communication and computer skills.** The least useful skills identified by employers seemed to be “being good with numbers” and language skills. (Eurobarometer, 2010, Gallup organisation., Hungary)
- Most employers were, to a large degree, **satisfied with the skills and competences** that their graduates had and used for their new jobs, in Sweden (98%), Norway (97%) and Denmark (96%).
- In Lithuania, on the other hand, just 65% of employers agreed that higher education graduates recruited in their company in the last three to five years had the skills required to work in their company, **while a third (32%) of them disagreed with this statement.**

What should we do?

- **“Smart” Employability**
- **Student-centered learning**

“Smart Employability”

- Flexibility and generic skills and competencies for lifelong learning are becoming paramount and this should then be also reflected in the content and didactics of higher education.
- There is a new emphasis on promoting a “smart employability” in which the focus is on allowing learners to gain the skills and competences that will ensure them the capacity for successful self-directed up-skilling and learning.

Recommendations

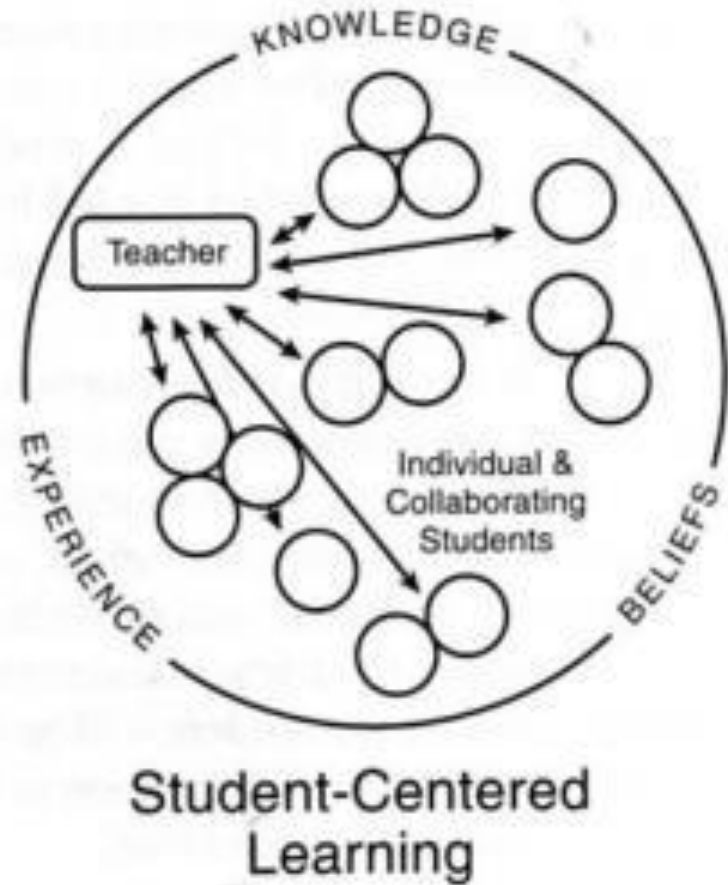
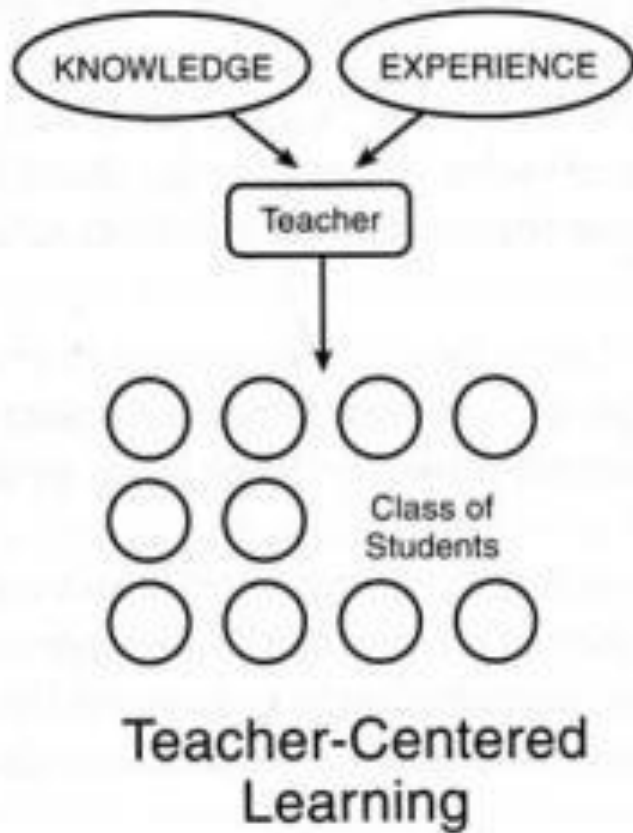
1. **Broader approach** to the mission of higher education
2. **Boost investment** in higher education; 2% of GDP
3. The Social Dimension: Increase access **and** success to HE
4. Improve quality and excellence in teaching and provision, move to **Student Centred Learning**
5. Lifelong learning, with **flexible paths** and recognition of prior learning.
6. **Bring down barriers** to study mobility

Student centered learning:

- High student choice
- Active students
- Student empowerment

What is SCL?

- *Active* rather than passive learning
- An emphasis on *deep learning and understanding*
- *Increased responsibility and accountability* on the part of the student
- An increased sense of *autonomy*
- An *interdependence between teacher and learner*
- *Mutual respect* within the learner-teacher relationship
- *A reflexive approach to the teaching and learning process* on the part of both the teacher and the learner



Source: Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2006). *Teaching and learning at a distance* (3rd ed.). Upper Saddle River, NJ: Merrill Prentice Hall., p. 202

What does that mean in practice?

- Increasing student motivation and teachers' knowledge of students
- Choice of teaching and learning methods
- Choice of students assessment methods
- Using course evaluation
- Using ICT to enhance SCL

More information

- **Student-centered learning: Toolkit for students, staff and higher education institutions** (ESU and EI, 2011), can be found on: <http://www.esu-online.org/resources/6068/Student-Centred-Learning-Toolkit/>

Facilitating the access to the labour market

- In 19 countries there are initiatives facilitating graduates' entry to labour market, in seven countries (Belarus, Bulgaria, Estonia, Germany, Lithuania, Serbia and Sweden) there are none.
- Some of the initiatives are: subsidized employment after graduation, cooperation with third sector, career centres in employment offices and universities, companies collaborating with universities, career days, R&D projects and internships and usually these are initiated by universities (14 countries).

Use of structural reforms

Implementation of (Bologna) structural reforms is still a problem:

- Learning outcomes and allocation of ECTS credits
- Qualifications frameworks (Bachelor degree)
- Recognition of diplomas/degrees
- Recognition of prior learning/non-formal education

Instead of conclusion?

- Strengthen the SCL paradigm shift and further development of learning outcomes
- Make students full partners at all levels in decision-making during the design of curricula and learning outcomes
- Ensure flexibility of learning paths
- Ensure fair recognition of learning (including non-formal, informal and all prior learning)
- Increase diversity of offer of study choices (reflecting the diversity of roles of HE)

Thank you!

rok@esu-online.org

<http://www.esu-online.org>

Twitter: @ESUtw